

# INSPECTION REPORT

## **Harden Primary School**

Bingley, Bradford

LEA area: Bradford

Unique reference number: 107256

Headteacher: Mrs J. Robinson

Reporting inspector: Mrs A. Soper  
18148

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> September 2001

Inspection number: 182153

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Long Lane Harden Bingley
Postcode:	BD16 1LJ
Telephone number:	01535 273847
Fax number:	01535 272616
Appropriate authority:	Governing Body
Name of chair of governors:	Mr M. C. E. Andrews
Date of previous inspection:	6 <sup>th</sup> February 1995

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	English Art and design Foundation stage Equal opportunities	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20692	Richard Evans	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education	How good are the curricular and other opportunities offered to pupils?
23990	Alan Shadrack	Team inspector	Science Geography History Physical education Special educational needs	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Harden Primary School is situated in the village of Harden, near Bingley. The building has recently been extended following the local reorganisation of schools that has changed the school's status from a First to a Primary School. Harden Primary serves the village and the surrounding area and is smaller than other primary schools, with 196 pupils on roll. All pupils are from white ethnic backgrounds. The socio-economic circumstances of the area are good and above average and most pupils' attainment on entry is above average. The percentage of pupils known to be eligible for free school meals is below average. An average number of pupils are identified as having special educational needs, though the number with Statements of Special Educational Need is above average.

### **HOW GOOD THE SCHOOL IS**

This is an effective school. Standards are good overall and the quality of teaching is good. The headteacher provides clear educational direction and effective leadership. Governors are proactive and are developing their roles well in curriculum and monitoring. The introduction of a "buddy" system is improving leadership and management of subjects. The school provides good value for money.

#### **What the school does well**

- ◆ Standards are good in most subjects by the end of Year 6.
- ◆ The quality of teaching and learning is good.
- ◆ Behaviour and attitudes are very good.
- ◆ Curricular opportunities are good overall.
- ◆ There is good care for pupils.
- ◆ There is a good partnership with parents.
- ◆ There is clear educational direction and there is a very good reflection of the school's aims and values in its work.

#### **What could be improved**

- ◆ Planning, organisation and the use of assessment in the reception class.
- ◆ Procedures for co-ordinators to monitor and evaluate classroom practice.
- ◆ The consistency of the use of assessment to inform planning and teaching.
- ◆ Provision for pupils' spiritual development, including collective worship in classrooms.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made a good improvement since the last inspection in February 1995 and has effectively addressed most issues. There is now a shared vision for development and a succinct development plan. Roles and responsibilities of governors and staff are clearly defined and governors are now better informed about the curriculum. There is good improvement in the quality of teaching and learning and there are suitable schemes of work for Years 1 to 6. There is now good supervision of pupils in the playground at lunchtime.



## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A*	A*	A	A
Writing	B	A	A	B
Mathematics	A	A	A	B

  

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the National Curriculum assessments in 2000, pupils attained very good and well above average results in reading, writing and mathematics by the end of Year 2. In comparison with schools in similar contexts pupils' performance in reading was very good and well above average and in writing and mathematics it was good and above average. Over the last three years, performance has consistently exceeded the national average in all three subjects. Performance in reading, in particular, has been high and within the highest five per cent nationally in 1998 and 1999. The provisional National Curriculum results for 2001 indicate similar, very good performance. Evidence from the current inspection confirms that pupils continue to achieve very good standards in reading, speaking and listening and mathematics and good standards in writing.

The first Year 6 group in the school undertook the National Curriculum assessments in 2001. Results indicate they performed very well in English, with a high number achieving higher levels than expected for their age in reading. Results indicate that attainment in mathematics and science was very good and well above expectations for their age. Evidence from the inspection shows that the current Year 6 pupils achieve well and above levels expected for their age in all three subjects, with very good performance in reading and speaking and listening. Writing is good by the end of Year 6, though the school has appropriately identified the need to further improve standards. The school has set good targets. Inspection evidence shows that there are some areas for improvement relating to pupils' use of punctuation, sentence structure and the development of handwriting across the school.

Children in the Foundation Stage, in the reception class, achieve very well in their personal, social and emotional development, communication, language and literacy and in their physical development. Their knowledge and understanding of the world and their mathematical and creative development are good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school. They enjoy

	coming to school and display considerable enthusiasm for activities in all subjects.
Behaviour, in and out of classrooms	Behaviour is very good. Pupils behave consistently very well in lessons, assemblies and at break times.
Personal development and relationships	Personal development is good and there are very good relationships in the school. Pupils are encouraged to act responsibly.
Attendance	Attendance is very good. Registration periods are brief and efficient.

These aspects contribute very strongly to the good quality of learning. Pupils learn the skills needed to become independent learners as they progress through the school, but in some lessons opportunities to develop independence and make choices are missed.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall. The quality of teaching in English and mathematics is good. Literacy and numeracy are taught well across subjects. Particular strengths in the teaching include good introductions to lessons, where pupils receive clear explanations, demonstrations and instructions. There are very good relationships between staff and pupils, which have a positive impact on learning. Effective use is made of resources, including support staff. There is inconsistent use of assessment to inform planning and teaching, which sometimes results in inappropriate challenge for some pupils. This limits the progress and success of some pupils. Time is not always used efficiently. The youngest children in the school have insufficient opportunity to make choices and to use their initiative.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements. There is a good quality and range of learning opportunities. The planning and organisation in the reception class is not fully effective in promoting a good balance between adult-directed and child-initiated activity.
Provision for pupils with special educational needs	There is good provision. Individual education plans are clear and there is good use of support staff to help pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' moral and social development, good provision for their cultural development and satisfactory provision for pupils' spiritual development. There are insufficient opportunities through the curriculum to heighten pupils' spiritual awareness. Collective worship in classrooms is

	not always satisfactory.
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How well the school cares for its pupils	The school provides good care for pupils in a happy and caring environment where all are equally valued. Pupils are very well supported by the very good relationships that exist and all are well known by staff.
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There is a good partnership with parents, who have a positive impact on learning and who have good views of the school. The quality of information is generally satisfactory, though there is a lack of clarity in communicating some aspects of school life to parents. The contribution of the community to pupils' learning is good. There are effective strategies for teaching literacy and numeracy and there is good provision for pupils' personal, social and health education. Provision for extra-curricular activities is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. There is a clear vision for the school that is shared by the headteacher and key staff. The headteacher and deputy are developing positive strategies for further improving co-ordinators' roles in monitoring and evaluating classroom practice.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities satisfactorily. They have established a shared vision for their school by adopting a clear set of aims and aspirations. Governors' input in the management of finance and buildings is good and they are effectively developing their roles in curriculum and monitoring aspects.
The school's evaluation of its performance	The school has implemented effective procedures and systems to achieve its targets. The school's ability to take effective action is satisfactory, limited only by the lack of rigorous evaluation procedures in some areas.
The strategic use of resources	There is good strategic use of resources. The headteacher and governors have good procedures to support priorities through good financial planning. Specific grants are used well.

There are a good number of teachers and support staff. Resources and accommodation are satisfactory, with some shortages in large physical education equipment, musical instruments and the inadequately drained playing field. The new building has enhanced the potential of the school. There is a very good reflection of the school's aims and values in its work. Staff share a strong commitment to improvement and there is good capacity to succeed. The school has yet to develop effective procedures for subject leaders to monitor and evaluate classroom practice. Governors challenge all spending appropriately and apply the principles of best value well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>◆ Standards achieved by their children.</li><li>◆ High expectations of work and behaviour.</li><li>◆ Approachable staff.</li><li>◆ Their children like school.</li></ul>	<ul style="list-style-type: none"><li>◆ The range of activities outside lessons.</li><li>◆ The quality of information.</li></ul>

Inspectors agree with parents' positive views. They also agree that some information lacks clarity. Inspectors disagree that the range of activities outside lessons is insufficient. The school makes good use of visitors and visits to places of educational interest to enhance pupils' education. There is a good range of extra-curricular activity clubs.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. In the 2000 National Curriculum assessments, pupils attained very good and well above average results in reading, writing and mathematics by the end of Year 2. In comparison with schools in similar contexts their performance in reading was very good and well above average and in writing and mathematics it was good and above average. Over the last three years, performance has consistently exceeded the national average in all three subjects. Performance in reading, in particular, has been high and within the highest five per cent nationally in 1998 and 1999. The provisional National Curriculum results for 2001 indicate similar, very good performance.

2. The first Year 6 group in the school undertook the National Curriculum assessments in 2001. Results indicate that they have performed very well in English, with a high number achieving higher levels than expected for their age in reading. Results indicate that attainment in mathematics and science was very good and well above expectations for their age.

3. Evidence from the current inspection confirms that by the end of Year 2 pupils continue to achieve very good standards in reading, speaking and listening and mathematics and good standards in writing. The current Year 6 pupils achieve well and above levels expected for their age in English and science, with very good performance in reading and speaking and listening. Attainment in mathematics is very good and well above average. Writing is good by the end of Year 6, though the school has appropriately identified the need to further improve standards. The school has set good targets. Inspection evidence shows that there are some areas for improvement in writing, relating to pupils' use of punctuation, sentence structure and the development of handwriting across the school.

4. Pupils' very good speaking and listening skills, along with very positive attitudes and very good behaviour, contribute very well to the quality of learning. Pupils willingly discuss their work and investigate ideas and they develop a mature approach to learning from an early age. They use a wide range of increasingly more complex and technical vocabulary in different subjects. Pupils read fluently and expressively from a range of resources. They locate books and information from different sources efficiently. The teaching actively promotes pupils' literacy and numeracy skills across subjects, reinforcing work undertaken in English and mathematics. Pupils transfer skills effectively, such as in reading for information, writing reports, discussing and debating, in subjects such as religious education, history, geography and science.

5. Pupils learn to write good stories that have a clear beginning, middle and end. These develop well as pupils progress through school. By the end of Year 6 pupils write interestingly, showing good awareness of the reader by including good vocabulary, direct speech and presenting their work well. Pupils' progress in punctuation, sentence structure and handwriting is inconsistent in the school.

6. In mathematics and science, pupils investigate well, working effectively in small groups and individually. Pupils have a good understanding of all aspects of mathematics.

There is a high degree of accuracy in their written work. They achieve well, building systematically on previous learning at every stage of the curriculum.

7. Pupils' attainment in information and communication technology is good by the end of Year 2. It is satisfactory by the end of Year 6. A good feature of work in this subject is its development in both discrete lessons and in other subjects. The school's recent developments, including staff training and the establishment of an information and communication technology suite, have enhanced the provision and are having a considerable impact on raising standards. In religious education, pupils achieve satisfactory standards by the end of Years 2 and 6 in relation to the agreed syllabus. They have secure knowledge and understanding of Christianity and other religions and have a good awareness of life's issues, supported well by the strong focus placed on their moral and social development.

8. Pupils at the end of Years 2 and 6 attain well in art and design, music and physical education, achieving standards that are good and above national expectations. Achievements in art and design and music contribute well to pupils' social and cultural development. Attainment in design and technology, geography and history is satisfactory by the end of Years 2 and 6. There has been clear improvement in standards in design and technology since the last inspection. Some aspects of monitoring and the planning of work for pupils of differing abilities are areas that are not yet fully effective in geography and history.

9. Pupils with special educational needs achieve well in relation to their prior attainment, supported by sensitive support staff. On some occasions, teachers make insufficient use of some pupils' individual education plans to adapt work and in these instances pupils make limited progress. On some other occasions, work is sometimes insufficiently challenging for pupils with higher prior attainment, leaving pupils restless and lacking enthusiasm for tasks. In those lessons where time was used inefficiently, and where there was insufficient time allocated for some subjects, pupils did not benefit from effective reviews and evaluations of their performance.

10. Children in the Foundation Stage, in the reception class, achieve very well in their personal, social and emotional development, communication, language and literacy and in their physical development. Their knowledge and understanding of the world and their mathematical and creative development are good. Children are eager to learn and quickly learn new routines. They willingly talk about their ideas though sometimes, such opportunities are limited. The lack of balance between teacher-directed and child-initiated activities limits children's ability to select activities and to fully investigate matters of interest.

### **Pupils' attitudes, values and personal development**

11. Pupils have very good attitudes to school and their work. They enjoy coming to school and display considerable enthusiasm for activities and lessons in all subjects. For example, this was seen in a Year 2 art and design lesson where pupils showed great interest and excitement when sketching and painting a variety of seashells and autumn leaves. Throughout the school pupils listen very well to their teachers and each other and instructions are followed quickly and quietly. Pupils work hard and maintain concentration throughout the day. When presented with challenging and stimulating questions pupils offer well considered and confident replies, such as in a Year 6 English lesson where

pupils discussed the dramatic effects of a television production of Macbeth. Pupils learn the skills needed to become independent learners as they progress through the school, but in some lessons opportunities to develop independence and make choices are missed. Pupils work very well independently and as members of groups. They value their work and appreciate others' successes. This was evident in a Year 3 mathematics lesson, where pupils showed amazement and delight with the three-dimensional shapes created by their classmates.

12. The behaviour of all pupils is very good. This has a beneficial effect upon the school community and creates an orderly and purposeful learning environment. Pupils behave consistently very well in lessons, assemblies and at lunch times. Pupils understand and follow the school rules well and are polite and helpful to both adults and each other. Parents feel that incidents of conflict or bullying are very rare and any that might occur are dealt with swiftly and effectively. There have been no exclusions in the past year but appropriate procedures are in place should they be needed.

13. There are very good relationships amongst all members of the school community. Pupils of all ages play and work very well together. They help and encourage each other and show thought and consideration for the needs of others. Pupils approach the adults in school with confidence and respect. Pupil's personal development is good. Pupils are encouraged to act responsibly and are provided with opportunities to carry out class duties or to serve the whole school community. Pupils in Year 3 to 6 are offered the responsibility of serving on the school council and represent their classes well. They listen respectfully to the views of others and discuss them at meetings in a mature and responsible way. Pupils feel that the school responds very well to their suggestions. In most lessons, opportunities are given to pupils to express their opinions and feelings and to consider other values and beliefs.

14. Attendance levels are very good and well above the national average, demonstrating parents' strong commitment to their children's education. Registration periods are brief and efficient and the time is used well for personal study or other activities.

## **HOW WELL ARE PUPILS TAUGHT?**

15. Most of the teachers, including the headteacher, were appointed after the last inspection. The quality of teaching is good, reflecting a good improvement since the last inspection when there were shortcomings in several aspects, including planning and expectations of pupils. During the current inspection the quality of teaching was excellent in three per cent of lessons observed, very good in 16 per cent, good in 41 per cent and satisfactory in the remainder.

16. Teachers have secure knowledge and understanding of subjects taught in Years 1 to 6. The "buddy" system for co-ordination of subjects is used effectively to enhance knowledge and understanding of subjects. Basic skills are taught well, with a particularly strong focus being placed on reinforcing literacy and numeracy across the curriculum. For example, in science lessons, pupils are helped to use scientific vocabulary in their report writing. Similarly, in religious education pupils are encouraged to recognise myths, parables and narratives in different pieces of writing. In a geography lesson, Year 5 pupils used their mathematical knowledge to measure volume and distance. In Year 2, pupils considered "horizontal" and "vertical" positions for their art templates.



17. In the reception class, where learning follows the Foundation Stage Curriculum, basic skills are generally taught and reinforced well. The teacher and nursery nurse make effective use of opportunities to reinforce children's developing reading, writing and numeracy skills, such as in looking at big books, learning to form letters, playing with sand and water and singing counting songs. The teacher has been developing the provision to ensure all areas of learning are provided, though planning and organisation has yet to be fully developed to ensure there is appropriate balance between child-initiated and adult-directed activity.

18. Teachers' planning is good in Years 1 to 6. It shows clear objectives and opportunities for evaluation and assessment. Teachers follow national guidance to plan the content of their lessons, ensuring progression and continuity across the school. Most planning ensures clear adaptation of work to meet pupils' differing prior attainment. In the best lessons, teachers' planning ensured that lesson objectives were made clear to pupils. They ensured that the needs of pupils with special educational needs were met by using individual education plans effectively. In a few cases, some teachers made insufficient use of these to inform planning and to ensure tasks and/or resources were sufficiently well adapted. As a result, some pupils had difficulty in understanding concepts and in reading some resources, such as worksheets.

19. Expectations are generally high, in relation to both standards of attainment and behaviour. Pupils respond well, by listening attentively, completing work conscientiously and behaving very well. Lesson introductions are usually effective in developing pupils' knowledge and understanding through a clear progression of work. Teachers build carefully on what pupils have previously learned and most ensure that discussion, including questioning, provides a good basis for subsequent tasks. In several lessons observed, follow up tasks were not always sufficiently well adapted to ensure appropriate challenge for all pupils, including some pupils with higher prior attainment. In these lessons, pupils with higher prior attainment completed work quickly and became restless, whilst some others with lower prior attainment did not fully understand what they were being asked to undertake.

20. Teaching methods are generally effective in motivating pupils. Teachers use a combination of direct teaching, demonstration and questioning to deliver effective introductions to lessons. In group tasks, most teachers maintain a good overview of the class, moving around to provide support where required. In the best lessons observed, teachers ensured that time was used efficiently and effectively. Pupils were given clear parameters of time in which to complete tasks and lesson conclusions were used very well to review work. Pupils responded by working at a brisk pace, enjoying the challenges presented to them, such as seen in a Year 4 design and technology lesson where pupils successfully demonstrated their knowledge and understanding of design and evaluation processes. In a few lessons, teachers use a more limited range of methods, such as in providing limited opportunity for the youngest children and other pupils to ask questions or to discuss ideas. As a result, learning is less effective, there are some instances of limited concentration and behaviour deteriorates.

21. Good use is made of resources to support teaching and learning. For example, in a Year 2 art and design lesson, the teacher introduced pupils to a wealth of examples of pattern. This ensured all understood the concept well and enabled pupils to produce good quality work. Similarly, in Year 5, pupils worked with an interesting range of objects to develop still life arrangements. Support staff are effectively deployed and contribute well to

lessons, supporting groups and individual pupils. The use of time is satisfactory overall. In some lessons observed, there was insufficient time for pupils to complete tasks and to evaluate their work. Some allocations of the timetable provided insufficient time for lessons, notably physical education in the periods after lunch. There is a large allocation of time to literacy, where lessons exceed the recommended one hour. As a result, in several cases, pupils became restless and lacked concentration, limiting their performance.

22. Overall, the quality and use of assessment is satisfactory in Years 1 to 6. Teachers regularly assess their pupils' work, through constructive marking, homework and at the end of periods of study. Homework is used well to reinforce learning, with many lessons including references to, and building on work completed at home. Pupils' progress is recorded clearly to inform subsequent teachers and parents. A good start has been made to include older pupils in the setting of targets for improvement. Pupils are reminded of these targets daily and use these to check their work. Whilst there are examples of good use of assessment to inform future planning, this is inconsistent across the school. In the reception class, sound progress is being made in developing assessment profiles, though these are as yet insufficiently used to inform planning and teaching. Appropriately, the school improvement plan includes provision for further staff training in the provision for children in the Foundation Stage. The school has identified the need to improve systems for tracking individual pupils and has already begun to plan these.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

23. The curriculum meets statutory requirements in offering all the subjects of the National Curriculum and religious education in accordance with the Bradford locally agreed syllabus. It is broad and balanced and designed to meet the intellectual, creative, social and physical needs of the pupils. The national strategies for teaching literacy and numeracy are well established. There are good cross-curricular links in many lessons. The deficiency in the school's provision for design and technology at the time of the last inspection has been rectified.

24. The previous inspection identified a lack of schemes of work to ensure progression of pupils' learning. The school has addressed this deficiency, particularly since the introduction of Curriculum 2000. Planning is now good, with all subjects, except music, having an overall topic plan for the year. This is divided into the three terms and indicates each year group's work. The yearly planning is broken down into the units of work drawn from nationally produced guidelines. This ensures that all subjects receive full coverage and that there is appropriate development of skills. Teachers' evaluation of lessons and assessment procedures are used to inform their planning. Weekly plans are monitored by the headteacher. Teachers' planning sometimes does not sufficiently include tasks that meet the needs of pupils with differing prior attainment.

25. The Code of Practice for pupils with special educational needs is fully observed. These pupils receive an appropriate curriculum in accordance with their individual education plans, mainly through a high level of support in the classroom. The school's curriculum and educational opportunities are offered equally to all pupils. The school strives to ensure that all pupils have equal access to all aspects of school life.

26. The last inspection found that weekly teaching time in Key Stage 2 was below statutory requirements. This is no longer the case. The allocation of time to each subject is generally appropriate, with a weighting towards English. The timing of a number of lessons observed during the inspection did not accord with the school's timetable. Some lessons began late, were shortened or overran. The literacy hour sometimes lasts an hour and a quarter. These distortions affect pupils' concentration and perseverance as well as the balance of the curriculum.

27. The school offers a good programme of personal, social, health and citizenship education. All classes have an allocation on the timetable for this. There are good, detailed schemes of work for all year groups. The programme makes a strong contribution to pupils' moral and social development as they discuss matters of immediate concern. For example, Year 6 pupils discuss the legal as well as moral aspects of drugs, recognising that some drugs are beneficial medicines. In conjunction with some subject teaching in science and physical education pupils are taught about the use and abuse of drugs. Sex education is also provided in the same way, supported by other professional staff, such as nurses.

28. The curriculum is enriched by a good range of visits to places of historic, environmental and cultural interest. Last year, the youngest pupils visited a sweet factory. Others visited museums, church and abbey and a sculpture park. Years 4, 5 and 6 all experience an annual residential trip. Visitors to school last year included an artist, dancers, rugby and football coaches and representatives of various charities. The good range of extra-curricular activities has not yet commenced, except for a valuable daily computer club, but will include football, rounders, recorders, instrumental group, baking and art. Regular homework supports pupils' learning, mainly in English and mathematics.

29. The local community plays an important part in the school's life, offering good support and opportunities for pupils' social development. Pupils visit a senior citizens' luncheon club to interview its members and sing for them. Senior citizens are invited into school events at harvest, Christmas and Easter. Local organisations have donated football strips and given money for the purchase of books. In return the school organises a public exhibition of its work in relation to the local environment.

30. Links have been established with other schools, including a school in Keighley with a large Muslim population. Year tutors and the headteacher of a local secondary school have visited the school. There is a "cluster" of local primary schools which provides a forum for the exchange of ideas and mutual support. There are close liaison arrangements with the staff and children of the local playgroup.

31. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils' spiritual development is satisfactory and on occasion good, as seen when Year 1 pupils visited the local church. There are strong associations with the local churches. The Minister of one sometimes takes assemblies and pupils experience mock weddings and baptisms in a church setting. The main input is from religious education lessons and assemblies. There is one assembly for the whole school each week and one for each key stage. Teachers do not make sufficient opportunities through the curriculum to heighten pupils' spiritual awareness. Collective worship is not always satisfactory. Class assemblies focusing on the "thought for the day" sometimes offer no opportunity for pupils to discuss or reflect on it.

32. Pupils' moral and social development is very good and a strength of the school. Pupils are taught the difference between right and wrong. They discuss right and wrong behaviour and relationships in their personal, social, health and citizenship education lessons and assemblies and write their opinions in their religious education books. Pupils' very high standards of behaviour in and out of the classroom indicate their awareness of the school's behaviour policy and high expectations of them. The pupils are honest and trustworthy and show a very good respect for the school's and others' property. Discussion with pupils reveals that they are very sensitive to wider moral issues such as pollution, injustice and poverty.

33. The school council has representatives from the junior classes, with older pupils representing the younger classes. It gives the elected pupils valuable experience in stating opinions and influencing decision taking within the school. There are many opportunities for pupils to take responsibility. Older pupils assist younger ones at lunchtime, others help with milk distribution and taking registers to the office, getting out and putting away physical education equipment and tidying the computer suite.

34. Generally pupils are helpful. They readily hold doors open for adults and each other and are friendly and courteous to visitors. When asked to do so in lessons they work together well, sharing materials and equipment sensibly. A good example of their co-operation occurred in an information and communication technology lesson when pupils with good skills helped others who were less confident. Relationships between pupils and adults, and amongst the pupils, are very good and contribute to the school's harmonious working atmosphere. The residential experiences give pupils very good opportunities for social interaction and development.

35. Pupils' cultural development is good. They have many opportunities to engage in their own local heritage and learn about its history. In their work in art and design and music they study the work of great artists and musicians. In literature they hear stories from other countries and in religious education learn about the beliefs and traditions of the world faiths. A good example of this is the prominent display of Muslim artefacts. Their sharing of a residential course with pupils from a predominantly Muslim school is an excellent way of developing an understanding of others' culture.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The school provides good care for pupils in a happy and caring environment where all are equally valued. Pupils are very well supported by the very good relationships that exist and all are well known by staff.

37. The school has satisfactory arrangements for the care and protection of its pupils. Health and safety procedures are generally good and are well supported by good policies and clear guidance for the staff. Pupils are encouraged to be aware of their own safety and to act responsibly. In particular, great attention is paid to safe practice in lessons and to the maintenance of good hygiene in food technology lessons. Lunchtime supervision is good and benefits from good organisation and the provision of good quality guidance and support for the midday supervisors. This represents a good improvement since the last inspection. The arrangements for child protection are good. All the adults in school have a suitable level of awareness and training and have access to good written guidance.

38. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a clear system of rewards and sanctions that is

well understood by all. The consistent use of praise is effective in motivating pupils and promoting self-confidence. Parents also feel that the school's systems are effective in promoting very good behaviour, though some parents are unclear about the details of these systems and their supporting policies.

39. The procedures for monitoring and improving attendance are good. Parents are well informed about attendance issues and in turn the school is well informed about absences. Attendance records are closely monitored, with good attendance being acknowledged and rewarded. The administrative arrangements are efficient and the school meets the statutory requirements with regard to the publishing of attendance figures and in the registration of pupils each day.

40. The procedures for monitoring and supporting pupils' personal development are good. Pupils are well supported by the very good relationships that exist in school and the provision for personal, social and health education complements this area well. The use of daily reading record books provides an efficient monitoring system. Pupils with special educational needs are generally well supported and well provided for.

41. The procedures for assessing pupils' attainment and monitoring their academic progress are good. A variety of assessments provide the information needed to maintain comprehensive records of pupils' attainment in English, mathematics and science. A recording system is in place for science, art and design and information and communication technology and is being developed for other curriculum subjects. Pupils' progress and areas of concern are identified and individual targets are set. These are shared on a regular basis with parents and pupils. For children in the Foundation Stage, in the reception class, a baseline assessment is undertaken but procedures for ongoing assessment are not yet fully developed. The school has identified a need to establish a system of tracking individual progress more thoroughly and good plans are in place to carry this out.

42. The use of assessment information to guide the planning of the curriculum is satisfactory. Each lesson is evaluated and this information allows teachers to adjust the next lesson if necessary to meet the needs of the class in general. Assessment information is not consistently used to ensure that work meets the needs of all pupils.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

43. There is a good partnership with parents. Parents' views of the school are good. They support the school well and appreciate the quality of education that is provided for their children. In particular, they feel that the school has high expectations of their children and that the school promotes high standards of behaviour. They are pleased with their children's enjoyment of school. A significant number of parents felt that whilst they were generally well informed, there were some aspects of school life that they did not understand. A number of parents also felt that the school did not provide a good range of activities outside lessons. The inspection findings support parents' positive views and the view that some aspects of the communication with parents have been unsuccessful. Inspectors disagree with parents' views about the range of activities outside lessons. There are various extra-curricular clubs for pupils in Years 3 to 6 that are well supported by parents. In all years there are visits to places of interest to support class work and visitors to the school enrich pupils' lives.

44. The effectiveness of the school's links with parents is good. Parents are welcomed and are provided with good opportunities to become involved in the life of the school and their children's education. Daily contact with parents is good and teachers are readily available to talk to parents at the start and finish of the day. Parents are invited to school performances and assemblies, where they gain insight into their children's work. Parents are invited to look at the work done in school regularly and staff are available to answer any questions. These occasions are well supported by the Parents, Friends and Teachers Association who provide refreshments.

45. The impact of parents' involvement on the work of the school is good. A good number of parents offer to help in the classrooms and on school trips. School meetings and events are all well supported, indicating parents' commitment to the school and their children's education. The Parents, Friends and Teachers Association provide strong support for the school. They hold a variety of fund-raising and social events for both pupils and parents. These are well supported and funds raised provide the school with welcome additional resources, such as books and support for the activities of the school council.

46. The quality of the information provided for parents is satisfactory. The governors' annual report and school brochure are satisfactory at present. The school has identified the need to review the content of the school brochure for the next academic year. Newsletters are well written and keep parents well informed about the day-to-day life of the school. Each term, parents are provided with useful information about the curriculum and forthcoming topics. This is an improvement since the last inspection.

47. There is a lack of clarity in communicating some aspects of school life to parents. In particular, parents felt that they did not know enough about the school's policies for behaviour and bullying, or about the organisation of pupils within their classes. Information about pupils' work and progress is conveyed in good quality written reports and through regular consultation events. Written reports provide good information about all the subjects of the curriculum. Concerns are identified and guidance for improvement is given. Parents of pupils with special educational needs are well involved in regular reviews of their children's work and progress.

48. The contribution that parents make to their children's learning at home and at school is good. The home-school agreement is supported well, highlighting parents' commitment to their children's education. Good information is given about the general expectations of homework for pupils in different years, but the requirements of homework on a daily basis are not always as clear. At the meeting held with parents prior to the inspection, there was some confusion amongst parents about the type and purpose of some homework. Pupils in Years 5 and 6 use an informative homework diary but this is not available to pupils in earlier years. Younger pupils have reading record books that are used well by parents and teachers. These provide a comprehensive record of books that have been read and any difficulties that have been encountered.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The leadership and management provided by the headteacher, governing body and key staff is good overall. There have been clear improvements since the last inspection. The school benefits from the good leadership of the headteacher ably supported by her deputy who is also a strength in the school. The headteacher has effectively set a clear

vision for the school and has been successful in developing an agreed sense of purpose amongst the staff through a distinctly challenging period of change. There is clear educational direction. Leadership has ensured that there is a very good reflection of the school's shared aims and values in the work that it undertakes.

50. The school has secure priorities for development. The maintenance of very good standards of behaviour and work amongst pupils is evidence of this. The monitoring, evaluation and development of teaching by key members of staff, though currently unsatisfactory, is recognised as a key area for improvement. The headteacher and deputy have a clear strategy for developing leadership throughout the school. The headteacher has undertaken recent training in whole school evaluation and is looking forward to further opportunities to develop her effectiveness on the Leadership Programme for Serving Headteachers in February. A Senior Management Team is established. There is a sense of shared commitment to succeed and a good capacity for improvement. The majority of parents feel that the school is well led and managed.

51. The governing body is loyal and supportive. The impact of its work is good and improving. Governors have, for example, an action plan for improvement. Apart from some minor aspects, the governing body fulfils its statutory requirements and is developing an effective strategy for governance. Issues arising from the last inspection have been mostly addressed and governors have been guided and advised effectively by the headteacher. They have established a shared vision for their school by adopting a clear set of aims and aspirations. The chair of governors is fully committed to the school. He is involved in the affairs of the school, is a regular visitor and has a very good professional working relationship with the headteacher. Both share a clear vision for school improvement and this is a strength. He has a good grasp of what the school does well, its ethos, behaviour management, standards and the hard work of the staff. He states that the governing body is eager to make progress now that major building work has been completed and the full range of year groups has been successfully established.

52. The governing body meet regularly and their commitment is shown by the time given to committee meetings and visits. Governors have begun to observe lessons. There is a clear intention to develop closer links with the school, including further visits to observe teaching. Governors' input in the management of finance and buildings is good but this has yet to be fully effective in matters of the curriculum and monitoring. Understanding of the school's strengths and weaknesses is satisfactory. Governors have had the benefit of feedback from key members of staff such as the information and communication technology co-ordinator. This good practice has yet to be developed to enable governors to develop an improved understanding of teaching and learning. A policy has been adopted for the induction of new staff but the entitlement for the newly qualified teacher has not been fully met, by providing insufficient release time from class teaching. Governors have implemented a Performance Management policy, with positive feedback from the Threshold Assessor and have agreed objectives with the headteacher.

53. The school has implemented effective procedures and systems to achieve its targets. The school's ability to take effective action is satisfactory, limited only by the lack of more rigorous evaluation procedures in some areas. The school improvement plan now includes targets through until 2003, establishing longer-term objectives. The strategic planning issues identified in the last inspection have been addressed satisfactorily. The monitoring of teaching quality is not yet fully effective. The school is aware of this and has the capacity to implement effective strategies to improve this.

54.The strategic use of resources is good. The headteacher and governors have good procedures to support priorities through good financial planning. A recent planned saving was effectively used to support the curriculum through the purchase of improved resources. Action taken to meet the school's targets is good. Specific grants have been used very well. For example, the £4,000 Small Schools grant has been very successfully contributed to funds from other local schools to engage a local artist in residence. Evidence from the inspection confirms that this money was very well targeted and the opportunity given to pupils to develop three-dimensional artwork complements the good standards achieved. A direct capital grant of £7,200 has been spent on cabling for the information and communication technology suite, which is a superb resource. Governors challenge all spending appropriately and look for best value, as exemplified in their deliberations over the supply of books on loan. Administrative grants, and New Opportunities Funding have been effectively targeted in order to raise standards in information and communication technology and improved school management. The Sports Match funding has been particularly effective in the raising of pupil attainment in competitive games in Year 6.

55 Governors have clear financial procedures in place. Financial decisions contribute to and are informed by the school development plan. There is a good application of best value principles and all costs are challenged prudently. The levels of financial delegation are clear and an audit undertaken two years ago has recently been revisited to ensure that all recommendations have been addressed. The employment of a part time teacher to support improvement is an example of good financial planning linked to priorities.

56.The teaching staff are deployed effectively and the selection of staff to key posts has improved the management structure. An example of this is the arrangement of "buddy" partnerships for subject leadership. The level of delegation to staff with management responsibility is satisfactory, though there is insufficient release of key members of staff for the evaluation, monitoring and development of teaching. The new teaching and learning policy provides a sound framework for improvement. New members of staff have enabled the school to develop the full range of curriculum in Years 3 to 6. Non-teaching staff contribute well to the standards in school. Examples of skilled intervention by support staff and parents in pupils' learning are frequently observed. Resources and accommodation are satisfactory, with some shortages in large physical education equipment, musical instruments and the inadequately drained playing field. The new building has enhanced the potential of the school. New technology is used effectively to support the school's priorities. There is a good capacity for success and the team of headteacher, staff and governors is well placed to improve further the achievements of the school.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to further raise standards and the quality of education provided, the governors, headteacher and staff should:

- ◆ Continue with the improvement of provision for children in the reception class by:
  - *developing the planning and organisation to ensure a good balance between adult-directed and child-initiated activities;*
  - *developing the effective use of assessment and recording procedures;*



- *ensuring children have opportunities to move spontaneously between indoor and outdoor activities, using a range of large play equipment and toys;*

(paragraphs 10, 17, 22, 41, 58, 62, 64 and 70)

- ◆ Continue to develop the roles of subject co-ordinators by:

- *establishing systematic procedures for subject leaders to monitor and evaluate classroom practice;*

(paragraphs 8, 50, 53, 99 and 124)

- ◆ Further improve the quality of teaching by:

- *ensuring assessment is used effectively in all classes to inform planning and teaching.*

(paragraphs 18, 19, 22, 24, 42, 74, 80, 82, 83, 92, 95, 98, 112, 113, 115, 117, 119, 121 and 123)

- ◆ Improve the provision for pupils' spiritual development and ensure statutory requirements are met for collective worship.

(paragraph 31)

In addition, the school should include the following less important issues in its action plan. These are included in paragraphs 9, 21, 26, 43, 47, 81, 144 and 145:

- ◆ The effective use of time in some lessons;
- ◆ The quality of some information to parents;
- ◆ Resources for some subjects, particularly those for music.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	25	25	0	0	0
Percentage	3	16	41	40	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents slightly less than two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	196
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	27

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	11	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	14
	Girls	11	11	11
	Total	25	26	25
Percentage of pupils at NC level 2 or above	School	96 (100)	100 (100)	96 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	11	11	11
	Total	24	25	26
Percentage of pupils at NC level 2 or above	School	96 (96)	100 (96)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	10	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	16
	Girls	10	10	10
	Total	26	25	26
Percentage of pupils at NC level 4 or above	School	96 **	93 **	96 **
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	17
	Girls	11	8	10
	Total	27	23	27
Percentage of pupils at NC level 4 or above	School	96 **	85 **	100 **
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

\*\* There were no Year 6 pupils in the school in previous years.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.6
Number of pupils per qualified teacher	22.8
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	210

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Financial information**

Financial year	2001/02
	£
Total income	371,213
Total expenditure	349,274
Expenditure per pupil	2,575
Balance brought forward from previous year	34,165
Balance carried forward to next year	3,508

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	88

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	43	2	0	2
My child is making good progress in school.	49	45	2	2	2
Behaviour in the school is good.	50	42	3	0	5
My child gets the right amount of work to do at home.	27	52	12	7	2
The teaching is good.	44	52	1	1	2
I am kept well informed about how my child is getting on.	26	53	16	3	2
I would feel comfortable about approaching the school with questions or a problem.	55	36	6	2	1
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	26	55	11	2	6
The school is well led and managed.	47	42	1	0	10
The school is helping my child become mature and responsible.	47	42	5	0	6
The school provides an interesting range of activities outside lessons.	12	40	24	12	12

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

57. Children in the Foundation Stage are taught in the reception class by the class teacher and the nursery nurse. Classroom assistants and volunteers frequently help with different activities when required. At the time of the inspection 28 children were in the reception class. They had been in school for less than three weeks. Children begin school with very positive attitudes. They speak clearly, mix well together and are eager to learn.

#### ***Personal, social and emotional development***

58. Children's personal, social and emotional development is very good. Children quickly settle to school routines. The teacher helps the children to develop confidence and independence, such as by gradually encouraging them to enter the classroom on their own and hanging up their coats. During the inspection week, most children confidently left their carers outdoors and walked in a line into the school. The teacher and nursery nurse provide clear and consistent guidance for children so that they can play and work feeling safe and secure. They encourage them to be polite and courteous and help the children to manage their own behaviour.

59. Children persist for extended periods of time at an activity of their choosing. They share resources and talk to each other confidently as they undertake activities such as role-play in the home corner. Children select activities independently when given the opportunity to do so. The teaching is broadly satisfactory, but has some shortcomings. Adults interact with groups and individuals but miss opportunities to observe children when they are engaged in self-chosen activities. The planning and organisation of the day insufficiently allows for a wide range of opportunities for self-initiated activity. The classroom lacks well-defined areas of interest and an orderly storage system where children can have access to materials and equipment. The teaching insufficiently takes into account ways of promoting children's initiative.

#### ***Communication, language and literacy***

60. Children communicate very well with each other and adults. For example, when playing with sand, three children developed an imaginary story about "X" which involved building a road and repairing a leaking boat. They spoke in complete sentences, using a wide vocabulary. Similarly, in the home corner, children developed a scenario about a family, discussing their ideas imaginatively. Children listen attentively and willingly share their experiences when opportunities are provided. They turn pages of a book in the correct direction and recognise that print tells a story or provides information. Most recognise and begin to write their own names. The teaching of early reading skills is good. Children are encouraged to look at books and other writing and they are beginning to recognise and write letters of the alphabet. In one observation, the teacher skilfully drew children's attention to the illustrations to encourage them to predict the content of the book, "Handa's Surprise". Following the teacher's storytelling, most children recalled the main ideas and successfully completed subsequent group activities based on the story.

61. A few children copy write confidently, holding pencils with good control. Writing skills are taught well. The teacher and other adults act as scribes and encourage children to record their ideas. For example, they effectively helped children to record their favourite

parts of “Handa’s Surprise” by asking questions and by discussing the story. Similarly, they supervise children closely to ensure they learn to form letters with suitable control, using the appropriate orientation.

62. Literacy is a strong feature in the reception class, with good emphasis being placed on developing children’s reading, writing and listening skills. In these areas the quality of teaching is good. Overall, in communication, language and literacy, teaching is satisfactory. Since the last inspection more opportunities have been provided for structured role-play to enable pupils to use their linguistic and literary skills. Although opportunities are provided for speaking, these are sometimes restricted. For example, a lesson about the crossing patrol officer’s role provided little opportunity for children to question or discuss, resulting in some children’s restlessness and distraction. In some instances, the teacher’s use of language insufficiently challenges those children whose speaking is fluent for their age.

### ***Mathematical development***

63. Children’s early mathematical understanding is good. During play with sand and water, for example, children used vocabulary such as “more, less, full, empty, bigger, heavier” and “lighter”. They sing counting songs such as, “Here is the beehive”, when counting numbers up to five. They count to three with “Crow” along a number line and many count aloud up to 10. When sorting cards, children identify and match objects. Most know and name several colours and recognise and create patterns.

64. The quality of teaching is satisfactory. There is a clear emphasis on developing children’s mathematical knowledge and good opportunities are provided for reinforcing understanding. For example, the teacher effectively encouraged children to deduce that the crossing patrol officer’s coat was “too big” for the children to wear. There is insufficient use of questioning to find out how the children think and reason. The classroom provides limited interesting resource areas for children to investigate mathematically.

### ***Knowledge and understanding of the world***

65. Children’s knowledge and understanding of the world is good. They interact well with each other and adults and respond well when being taught new skills and knowledge. For example, when making Gingerbread Men they followed the nursery nurse’s guidance well. They learned to use tools and equipment safely and worked independently when mixing ingredients. They show an awareness of change, when their mixtures are baked and become Gingerbread Men. Children show curiosity, such as when looking at and manipulating a variety of objects on display on the small investigation table. They show interest in the lives of people familiar to them and understand that there are people who help them. They perform simple operations on the computer using the mouse to click on pictures. From stories such as “Handa’s Surprise”, children begin to gain an awareness of cultures other than their own. They show an understanding of others’ feelings, such as when talking amongst themselves about their initial anxieties when starting school.

66. The quality of teaching is satisfactory. Care and understanding is provided to quickly dispel any initial worries, such as when encouraging less confident children to move around the school in pairs. Considerable time is spent on building self-confidence, establishing familiar routines and a secure environment for learning. Support staff are effectively deployed to support and encourage children. The lack of balance between

adult-directed and child-initiated activity provides insufficient opportunity for children to investigate ideas and to make choices.

### ***Physical development***

67. Children's physical development is very good. Most have good co-ordination, manipulating tools such as pencils, scissors and glue sticks well. They work with construction sets and pour water into containers with good control. In the hall children show very good awareness of their bodies. They follow sequences, such as moving and singing along with "Head, shoulders, knees and toes", whilst remaining in their spaces. They bounce on two feet, roll up like a ball and develop these movements into a simple sequence. They begin to evaluate others' performance. Their behaviour is exemplary and they follow the teacher's instructions very well.

68. The quality of teaching is very good in physical lessons in the hall. There are clear instructions and activities are demonstrated well. Children are taught to warm up and cool down and begin to understand that exercise is beneficial to their health. Overall, the teaching is satisfactory. The provision for outdoor play has been greatly improved since the last inspection and children are beginning to make use of the large outdoor apparatus. With building work very recently completed, the outdoor area is not yet secure, limiting the extent to which children can move spontaneously between the classroom and outside. Outdoor play with wheeled toys is not yet a regular feature of the provision, though the school has these resources available for children.

### ***Creative development***

69. Children's creative skills are good. They are encouraged to develop their skills through art, such as when copying a book cover to make a collage and when printing with a range of materials such as leaves, cotton reels and shapes. They communicate their ideas well, such as in role-play about a family and when curling up like a ball in their physical activities. They respond well in musical activities, showing good understanding of rhythm and pitch. They listen attentively and show imagination when creating their own pictures.

70. The quality of teaching is satisfactory. A good range of resources is provided for teaching creative skills but there is insufficient opportunity for children to choose and to encounter experiences and resources that stimulate their curiosity and value children's originality. Insufficient time is given to listening to children's ideas and to encourage questions. The classroom is insufficiently well organised to promote choice and easy access to resources.

71. Development of the provision in the Foundation Stage is an ongoing priority for the school. Many improvements have been made, including the provision of a new classroom and an outdoor play area. Increased emphasis has been placed on providing a range of appropriate learning activities, but both planning and assessment procedures are as yet insufficiently developed to fully implement national guidance, based on the stepping stones of development. There is insufficient balance between directed activities and opportunities for children to make choices.

## **ENGLISH**



72. In the most recent National Curriculum tests in 2001 pupils' attainment by the end of Year 6 was very good, with most pupils achieving the expected levels and more for their age. At the time of the current inspection national figures were not available for comparing pupils' performance with other schools in the country. This was the first Year 6 to have attended the school and undertake national tests, following the school's change from a First School to a Primary School, under local reorganisation.

73. In the same year, pupils' attainment by the end of Year 2 was also very good in reading and writing in relation to their age. Similarly, comparisons cannot be made with the national average as data was not available at the time of the inspection. Results from the last four years indicate that pupils' performance in reading is consistently high in relation to the national average. Over the same period, their performance in writing is very good and well above the national average by the end of Year 2. Pupils' performance in reading was well above average in relation to schools in similar contexts and in writing it was above average. In relation to schools in similar contexts, the number of pupils attaining higher levels in reading was well above average. In writing, average numbers attained higher levels.

74. The school's provisional results in the 2001 National Curriculum assessments indicate that performance in reading is a strong feature in the school. These results and the school's own analyses indicate that fewer pupils attain higher than average results in writing than they do in reading in both year groups. The school is developing good strategies to further improve standards in writing across the school. These include a drama project provided by a Beacon school, which has already been seen to have a major impact on raising standards.

75. Evidence from the inspection broadly concurs with the results of national tests. Standards in English are overall good and above levels expected for pupils' ages by the end of Year 2 and Year 6. Speaking and listening skills are very good by the end of both years. Standards in reading are also very good by the end of both years. Standards in writing are good and above average by the end of Years 2 and 6. There are areas for further improvement, particularly in handwriting, punctuation and sentence construction. In some lessons observed, there was insufficient attention given to ensuring work closely matched the needs of all pupils, including those with special educational needs.

76. In speaking and listening, pupils talk fluently and clearly. The good standards in these skills have been maintained since the last inspection. Pupils listen very attentively to the teacher and generally respond very well. Pupils use a varied vocabulary and willingly respond to questions and discussions from an early age. For example, pupils in Year 1 quickly recognise the relationship between speech and writing when they suggest which vowels should be placed in three letter words. In Year 2, pupils understand that poetry contains rhymes and recognise that some words such as "tough" have different meanings, depending on the context. By Year 3, pupils have a good understanding of intonation and expression and its importance in making stories more interesting to the listener. This is extended in Year 4, such as when pupils read a play script expressively and rehearsed their performance. By Years 5 and 6, pupils show mature speaking and listening skills that greatly influence their successful performance in lessons. For example, Year 5 pupils collaborated effectively when discussing and devising their still life arrangements in an art and design lesson. Year 6 pupils maturely discussed the extract from "Macbeth", which was used to highlight Shakespeare's style and vocabulary.

77. Reading is very good throughout the school, supported by the strong focus placed on literacy across the curriculum and the provision of good quality resources to promote reading. Younger pupils learn to predict and anticipate likely words and events in simple stories. They sequence stories well and have a good understanding of word patterns and spellings. By the end of Year 2, pupils read confidently from a range of books and other material. They show enjoyment of reading, such as when looking at poetry based on such familiar settings as trains and the sea. In Years 3 and 4 pupils continue to develop interest and enjoyment in reading, such as when reading plays expressively. They study the effects and impact of using particular types of language and parts of speech. Older pupils extend their understanding by, for example, looking at the features of instructional writing and the ways in which language changes over time.

78. Pupils develop effective and efficient study skills. By the end of Year 2 they know how to use the contents and index pages in a book and select the main ideas to answer questions. By the end of Year 6, pupils confidently use a variety of sources of information, including computer programs, to find information. They recognise and use the classification system in the school library, though this resource is still being developed after the recent building work.

79. Younger pupils write increasingly interesting stories that are well ordered and contain clear beginnings, middles and endings. Those with higher prior attainment develop good use of more complex ways of connecting ideas in sentences, such as by using words such as “until” and “although” to extend sentences by the end of Year 2. Most use simple methods, using words such as “and, so” and “then”. The scrutiny of previous Year 2 work and its marking shows that opportunities to develop pupils’ use of more complex connectives are sometimes missed by teachers. Similarly, handwriting progress is inconsistent and many pupils continue to print well into Years 4 and 5. In several observed lessons there were significant numbers of pupils who held their pencils awkwardly. In some lessons observed, insufficient attention was paid to the seating arrangements for left-handed pupils who required more space for writing.

80. Older pupils continue to write for a range of purposes, using a variety of formats, including accounts, reports, play scripts and poetry. Writing in other subjects, such as history and geography, reinforces pupils’ skills in literacy. For example, pupils in Year 3 successfully contrasted Roman and Celtic culture, recording their results on worksheets. In story writing, pupils draft and plan their work well. The scrutiny of previous Year 5 work shows good examples of accounts and descriptions, such as accounts of Victorian clothes and descriptions of the school’s enlargement. Whilst pupils write at length, developing good ideas and content in their story writing, the scrutiny of work indicates that a significant number of pupils in the current Year 6 class, at the beginning of the academic year, make restricted use of connectives in their sentences. Some do not consistently punctuate sentences correctly. Those with higher prior attainment write fluently, using clauses and paragraphs and accurate punctuation.

81. Progress in speaking and listening, reading and most other aspects of English is good overall. Pupils with special educational needs generally make the same good progress, particularly where they receive help from support staff. In a few lessons, the teachers’ use of language was insufficiently adapted to ensure understanding.

82. Pupils respond well to English, particularly where objectives are made clear by teachers. They responded consistently well during whole class lesson introductions, where they contributed their ideas and answered and asked questions about their work.

Behaviour is generally good, though in several lessons pupils lost concentration when literacy lessons extended beyond one hour. The pace deteriorated, adversely affecting the impact of lessons.

83. The quality of teaching is good overall. Teachers have secure subject knowledge and whole class lesson introductions are taught well. Resources, including support staff, are generally used effectively in developing pupils' knowledge and understanding. Teachers have very good relationships with pupils, which has a positive impact on learning. Planning follows national guidance as regards the development of knowledge and skills, but time is not always used efficiently. Group work is often well devised to enhance learning but this is inconsistent, with some group tasks being insufficiently adapted to meet the needs of pupils with differing prior attainment.

84. Pupils' work is marked conscientiously and often contains constructive guidance to pupils on how they might improve. Homework, which usually includes reading, spelling and research tasks, is used well to support learning. In the later stages of the school, teachers support pupils well by setting individual targets for improvement. Assessment procedures are good and pupils' performance is clearly recorded. Pupils have records of achievement containing examples of their work and these are passed on to pupils' next teachers as they progress through the school. Opportunities for assessment are included in teachers' plans and are generally used effectively. In some classes, the use of assessment to inform planning is sometimes insufficiently considered.

85. The school has successfully established a clear policy and scheme for English, addressing the finding of the last inspection, where the scheme was seen to be in need of review. The subject leadership is good and the curriculum is now carefully monitored and evaluated. Staff meetings have been held to uphold the importance of reading across the curriculum. Planning is monitored and work is evaluated. Pupils' performance is analysed each year, following national and optional testing and individual tracking systems are appropriately being developed. The monitoring and evaluation of teaching is broadly satisfactory. Each class teacher has been monitored in the classroom once this year.

86. Resources are good. New material, including guided reading books and reading books to interest boys, was purchased this year and the school organises its resources well. Good use is made of information and communication technology to reinforce and enhance learning in English, such as to word process stories, poetry and captions. The accommodation is good for teaching English.

## **MATHEMATICS**

87. Pupils' attainment by the end of Years 2 and 6 is very good and well above the national averages. Well organised teaching of the National Numeracy Strategy and the school's very high expectations of its pupils' work and behaviour are important factors in achieving these standards. There has been a considerable improvement since the last inspection when pupils' attainment was satisfactory and when significant numbers were seen to be underachieving.

88. Over the past four years, pupils' attainment in the national tests and assessments at the end of Year 2 has been well above the national average and when compared with the results of schools of a similar background. Reflecting national trends, girls have consistently achieved higher results than boys. In the 2000 National Curriculum assessments at the end of Year 2, all pupils achieved at least satisfactory standards with

almost one half achieving higher standards. In the 2001 National Curriculum assessments, pupils' performance was again very good. Although national comparative figures are not yet available, these results indicate that the school's previous high standards are being maintained. In 2001 the school's first cohort of 11 year olds undertook the national tests and assessments at the end of Year 6. Just over one half of pupils attained well and above levels expected for their age.

89. In Years 1 and 2 older pupils confidently count on and back in tens, fives and twos as they calculate money values. They quickly recognise and learn to write the pound sign and know that a dot separates pounds from pence in writing money values. Pupils know that £1 equals 100p. Higher attaining pupils accurately calculate addition of coins to 30p and some work out change from 50p. Pupils with lower prior attainment correctly calculate ways of making 10p and also work out change from 10p for items they purchase. The pupils are familiar with and use mathematical language such as "most, fewest, more than" and "too many". Younger pupils also have a good understanding of coin values, successfully adding together combinations of coins to 10p. Their number recognition is good as they write the coin values on the board. Pupils with special educational needs are fully integrated into the work and, with the very good support they receive, achieve well.

90. Year 6 pupils confidently double and halve three digit numbers, describing their strategies for these calculations. They use all four operations in solving "real life" money problems. Pupils successfully learn to find square roots of numbers using a calculator. They consider the practical applications of finding squares and square roots, for example, in calculating areas and perimeters of squares. Pupils with lower prior attainment successfully multiply four digit numbers by a single digit. Pupils with special educational needs receive extra support and make good progress in accordance with their individual education plans. At the beginning of the key stage, pupils show a good knowledge of the properties of two and three-dimensional objects as they identify, for example, a hemisphere and prism. They extend this knowledge as the teacher introduces a hexagonal prism. Year 4 pupils estimate measurements using non-standard measures such as arms' length and confirm their accuracy by measuring distances and objects in metres and centimetres.

91. Scrutiny of pupils' books across the school, including those of the previous year, indicates that pupils have a good understanding of all aspects of mathematics. There is a high degree of accuracy in their written work. Pupils achieve well, over each year building systematically on previous learning at every stage of the curriculum. Pupils' books for each year mostly show a good volume of work with a high level of presentation. This systematic, concentrated and careful approach to their work contributes well to pupils' high levels of attainment.

92. By the end of Year 2 pupils' work indicates a good grasp of number, showing confidence in addition, subtraction, ordering, fractions, shapes and measures. Pupils recognise number patterns such as odd and even numbers. They are beginning to handle data using simple bar graphs. By the end of Year 6, pupils show good accuracy in solving number and money problems, for which they have to devise strategies involving all the four operations of number. They are familiar with decimals and their fraction and percentage equivalents. They understand and use terms such as "multiple, factor" and "square". They have learned to use co-ordinates and construct graphs and other data tables freely.

93. The teaching of mathematics is good. Three quarters of the lessons observed were good or very good and the rest were satisfactory. The National Numeracy Strategy is firmly in place. Teachers have benefited from the training involved in its implementation

and their confidence and competence in teaching has increased accordingly. Teachers structure their lessons in accordance with the numeracy hour. Lessons are well planned with clear objectives for learning which are shared with pupils and often written on the board. Support staff are well deployed in assisting with group work and contribute well to pupils' learning. In a few lessons, teachers insufficiently plan tasks that meet the needs of pupils with differing prior attainment.

94. The opening sessions of the lessons involving mental mathematics and the recall of previous work are lively and sharpen pupils' mathematical thinking and preparation for new work. Teachers' questioning does not always involve all pupils and some are allowed to remain too passive during these sessions. The pace of lessons is brisk and ensures that the learning objectives are achieved. Pupils' very positive awareness and response to the school's high expectations of work and behaviour impact strongly on their attitudes to learning. Their concentration and desire to make progress were evident in every lesson during the inspection. Even the youngest pupils were able to maintain their level of work in groups with minimum supervision.

95. There are good assessment procedures that enable teachers to track pupils' attainment and progress. Teachers also evaluate the success of their lessons and use this information to adjust where appropriate their planning of subsequent phases of work. Their marking of pupils' written work is mostly good, offering pupils constructive comments to help them improve, and learn from their mistakes. The subject is led well. The co-ordinator monitors work and teaching across the school and has provided staff training for colleagues. Resources are good for mathematics.

## **SCIENCE**

96. In the teacher assessments in 2001, pupils' attained very good standards at the end of Year 2. In the same year, in the National Curriculum assessments, most pupils achieved well by the end of Year 6. Evidence from the inspection indicates that standards are good and above average by the end of Years 2 and 6. This is an improvement since the last inspection, though there is not always sufficient challenge provided for more able pupils in science.

97. By the end of Year 2, pupils have a good grasp of scientific knowledge. They have very good opportunities to undertake investigations across the full breadth of the subject. Pupils have learned about their senses, light and dark, forces, plants and animals and materials. They are encouraged to make predictions and can say whether things happen as expected. In one excellent Year 1 lesson, pupils were encouraged to describe materials whilst blindfolded and to use descriptors such as "rough, smooth, noisy, heavy" and "light", competently. Other pupils investigated taste and were challenged to use clear vocabulary to describe flavours. They began to record their findings on a simple chart. Pupils with special educational needs were well catered for and the teacher included them effectively by using good questioning. In another Year 2 lesson, pupils were encouraged to find out about health and teeth. They were given an opportunity to dress up as dentists and assistants, which generated an excellent exchange of ideas and vocabulary. Pupils know about bacteria and as some pupils explained when asked what they had learned, "We want to stop bacteria attacking my teeth by keeping them brushed more." In this lesson work was prepared well to meet pupils' differing prior attainment.

98. By the end of Year 6, pupils have a very good grasp of vocabulary, a broad and secure knowledge and understanding and are developing a good approach to investigations. Pupils in Year 6 make well-informed predictions when carrying out experiments. In one Year 6 lesson pupils explained to their partners how to add a wire to an electrical circuit to reduce the speed of a motor. They used good scientific vocabulary to justify the change. Links in this lesson were made with homework and there was clarity and precision in the pupils' recording. In a Year 4 lesson, pupils enthusiastically described habitats. They designed a data collection sheet before going outside to collect evidence. Following the lesson, pupils eagerly described the creatures discovered and confidently categorised organisms. In a Year 3 class, pupils were taught how to make a test fair. Pupils confidently talked about air and asked questions about carbon dioxide. Pupils are encouraged to undertake investigations that are well matched to their prior attainment. Work is well presented throughout Years 3 to 6 and teachers mark work constructively.

99. Pupils display very good attitudes and behaviour in science lessons. Investigations contribute very well to both social and language development throughout the school. The quality of teaching is mostly good in Years 3 to 6 and very good in Years 1 and 2. Excellent teaching was seen in a Year 1 lesson. Pupils were offered a range of stimulating investigations that were carefully matched to their differing prior attainment. In a few lessons where pupils were all offered the same task, some pupils misunderstood or became restless. Overall pupils' learning in science is good and in some cases very good. The use of assessment has been appropriately identified as an area for development to ensure a more consistent approach to planning and teaching.

100. Leadership of the subject is sound and improving. Year 1 and 2 assessments do not yet fully benefit from a wide moderation of standards, though significant improvements have been noted, particularly for practical investigations. Pupils' work has been monitored but there has been insufficient opportunity for the monitoring and evaluation of teaching. There is little evidence of current training for staff though all appear confident. Resources have been carefully improved. Planning is supported by a new published scheme of books. Increased use of visits enriches the science curriculum. Subject leaders are keen to further develop practical science investigations throughout the school.

## **ART AND DESIGN**

101. At the time of the last inspection in 1995, standards in art were satisfactory overall, though significant numbers of pupils across the school were underachieving. Evidence from the current inspection shows that there has been a considerable improvement since 1995, with standards now being good and above national expectations by the end of Year 2 and Year 6. Pupils, including those with special educational needs, make good progress.

102. Pupils in Year 1 have good understanding of colour. They know that colour can be changed by mixing and recognise light and dark tones. In Year 2, pupils show good understanding of pattern, relating this to other learning. For example, they have written poems about autumn after making leaf prints. In a very good lesson observed, pupils learned about patterns of different cultures such as Hindu patterns. They learned a range of techniques, including making rubbings and stencils to create patterns of nature. Pupils developed their creative ideas effectively and used a wide range of resources with confidence.

103. In Year 3, pupils learned how to observe and sketch their classmates. They successfully identified outlines and shapes and produced satisfactory results. A few pupils

with higher prior attainment produced good quality sketches, showing good attention to detail. In Year 4, pupils' work indicates good progress in observational and appreciative skills. Pupils have studied the work of famous artists, such as Seurat, and produced good representations of pointillist work. In Year 5, where pupils are studying still life, they show good understanding of aesthetically pleasing arrangements. They use viewfinders to focus on objects and evaluate their decisions. They experiment, discuss and make choices. In Year 5, pupils produce a variety of work based on their study of Ancient Greece. They have collaborated effectively to produce the story of Pandora's Box in a sequence of collages, using a range of material such as hessian, feathers and other fabrics. They have experimented with gel pens and black paper to make Greek urns.

104. Pupils throughout the school have learned about sculpture, having worked with an artist in residence to study living sculpture. Information and communication technology is used well to enhance learning, such as through producing captions for work and using graphics programs to illustrate stories and books. Year 5 pupils have used computer graphics as part of their study of Matisse. Pupils respond well overall to art and design and work hard to improve their work. They have positive attitudes and their behaviour is good.

105. The quality of teaching is good overall. Teachers follow a national scheme to ensure progression, continuity and balance. In two of the lessons observed, teachers skilfully introduced objectives, provided clear explanations and instructions and encouraged pupils to develop their creative and imaginative skills. Year 5 pupils were highly involved in evaluating the aesthetic value of their work and were supported well by the classroom assistant, who also encouraged the development of pupils' appreciative skills. Whilst satisfactory overall in the Year 3 lesson, some pupils lacked confidence in sketching and received insufficient guidance.

106. Currently, a good art and design portfolio is being developed to assist assessment procedures. A national scheme of work is followed and assessment is undertaken at the end of each module. Information from assessment is recorded and passed on as the pupils move through the school.

107. The subject is co-ordinated very well and enthusiastically by the recently appointed co-ordinator. The "buddy" system of co-ordination is effective in art and design, with the previous co-ordinator having devised the clear policy for guidance. Support is provided for colleagues and the school has welcomed visitors' contributions to enhance learning in photography and sculpture. The school makes use of the local secondary school's kiln for work in clay. A classroom assistant takes an extra-curricular club for photography and there are various clubs during the year in crafts and handicrafts. The school presents an annual environment exhibition for the village in return for bequeathed funds for books. Resources and the accommodation are good.

## **DESIGN AND TECHNOLOGY**

108. Pupils' attainment in design and technology is satisfactory and in line with national expectations by the end of Years 2 and 6. This represents an improvement since the last inspection when pupils were achieving below this level across the school. The school has greatly improved its provision for the subject. As part of the introduction of the new Curriculum 2000, the co-ordinator received training, which was disseminated to the staff.

New resources of equipment and materials were purchased to bring these up to a satisfactory level.

109. At the end of Year 2 pupils design and make animal puppets. Their design sheets show the materials required and the processes for making. Some have made glove puppets requiring the making of a pattern, cutting out material and stitching it to form a glove. Pupils complete these steps successfully. Pupils demonstrate the success of their stitching by turning the puppet inside out, ready for finishing with decorative features. Other pupils make puppets from a cardboard plate, to which they attach a stick. They decorate the plates with textured paper and materials and paint. Some of the finished puppets show good imagination in their use of texture and colour. Some pupils speak fluently about their puppets, describing their design and making. Pupils with statements of special educational needs show their plate puppets with pride.

110. In Years 3 to 6, older pupils evaluate a range of biscuits for their appearance, taste and texture. They record their findings on an evaluation sheet and discuss the exercise in a mature, constructive way. The activity provokes some good quality discussion in the plenary session, as pupils describe the results of their investigation. All are anxious to contribute. The teacher uses the opportunity well to develop the vocabulary of "taste" words. Other pupils making purses review and develop their learning about different types of fasteners. They discuss the advantages and disadvantages of press-studs, adhesives, zip-fasteners and poppers, in combination with different types of material. The teacher has prepared samples of different ways of joining materials including gluing, sewing and stapling. Pupils predict the strength and durability of each and test out their predictions. Finding that stitching is the most reliable method, pupils are then taught how to thread a needle in order to stitch their purses successfully in subsequent lessons.

111. Planning of the curriculum indicates that pupils design, make and evaluate models with moving parts, wheeled vehicles, paper and cardboard models, food items, objects made from fabric and musical instruments. The range of skills developed involves drawing, creating a design brief, evaluating and modifying the product appropriately. The nationally produced curriculum material ensures that pupils develop their skills continuously. Making skills include the correct and safe use of tools and equipment, measuring, making patterns, cutting different materials, shaping, joining and strengthening. Pupils, including those with special educational needs, make sound progress across the school and show enjoyment of the subject. They have very positive attitudes and they work hard.

112. Teaching of design and technology is good. One very good lesson was seen during the inspection. Teachers plan imaginative projects for pupils and show good knowledge of the processes of designing and making. They manage lessons well, enabling pupils to develop skills and produce finished articles. They provide good opportunities for pupils' social interaction and development as they work together. There are good links with other subjects. For example, pupils producing packages use their mathematical knowledge of cuboids and pyramid shapes. They incorporate art and information and communication technology skills in designing appropriate covers for the packages. Younger pupils successfully create their own storybooks with slider mechanisms and pop-up pictures.

113. Teachers' questioning and leading of discussion is effective in drawing productive responses from the pupils. They use the school's resources well, prepare materials and demonstrate techniques that promote pupils' learning and progress. Assessment sheets to evaluate pupils' work on each unit have been designed but are not yet fully in use. Volunteer parents assist in some lessons, in some cases demonstrating skills such as



woodworking and assisting with appropriate safety aspects. The subject is led enthusiastically, though the co-ordinator has limited opportunity to monitor classroom practice.

## **GEOGRAPHY**

114. Due to the organisation of the timetable, few lessons were seen in geography. Evidence from observations, planning, discussions and the scrutiny of pupils' work shows that standards are satisfactory and in line with national expectations by the end of Years 2 and 6. Weaknesses identified during the last inspection have been mostly overcome. Some aspects of monitoring and the planning of work for pupils of differing abilities are areas that are not always fully effective.

115. The subject is taught across the curriculum in Years 1 and 2, where pupils enjoy a broad range of visits within the locality. Links with other subjects are frequently promoted. In one carefully planned Year 1 lesson, pupils walked around the local area as part of a sequence of visits and identified key features. Knowledge and understanding were effectively reinforced by the imaginative use of sequenced photographs when the pupils returned to class. Pupils described a route taken and understood the use of road names, shops and used directions such as "right" and "left" to describe a journey. Pupils enjoy geography. They have very positive attitudes to the subject and behaviour is mostly very good throughout the school.

116. By the end of Year 6, most pupils achieve the standards expected for their age, with some achieving good standards. Pupils with higher prior attainment are not always sufficiently challenged. Some work in Years 3 to 6 is poorly presented and is not always marked with rigour. A minimal coverage of topics, amounting to eight pieces of work in some cases over one year, is recorded in workbooks. Evaluation of the quality of work and topics covered is insufficiently effective.

117. Teaching and learning are satisfactory, with some good and very good features, including clear curriculum plans and objectives. The subject is enriched by school visits and journeys. For example, pupils who visit places such as Grassington compare and contrast two localities and deploy a range of skills to gather evidence.

118. Where the teaching and learning is most effective in Years 3 to 6, pupils take part in practical activities and are encouraged to use accurate and appropriate vocabulary. For example, in a Year 5 lesson pupils used the terms "evaporation" and "precipitation" accurately. The use of six figure references and understanding of Ordnance Survey maps by a number of pupils is impressive. Pupils in a Year 6 lesson explained the concept of condensation to amplify a point. Whilst studying rivers, the teacher encouraged pupils to consider the "colour" of a local river to aid understanding and pupils related their knowledge of the locality to the wider world. In both lessons, practical opportunities were given to pupils to use their knowledge and skills to gain primary evidence from maps. Pupils explained that they have learned about "meander"; they were less sure about "contour". The teacher's good knowledge and the brisk lesson pace ensured effective learning. Where lessons are less effective, insufficient account is taken of pupils' differing prior attainment. On some occasions, pupils were not told what was expected of them and difficult concepts such as "contour lines" were introduced with insufficient preparation. This led to lack of concentration and confusion.

119. The subject leader has made good strategic improvements to the organisation of the subject and has effectively improved resources. There has been a recent addition of new globes and maps. Resources are well located and organised. New atlases are an important feature of good teaching seen in Year 5 where pupils locate areas of the world with high and low densities of water. Staff are confident in the subject, though there is limited opportunity to monitor teaching quality. Assessment procedures are being reviewed and are a key area for development. There is good capacity for continuing improvement.

## **HISTORY**

120. Standards of attainment in history are satisfactory and in line with national expectations by the end of Years 2 and 6. Pupils' achievement is appropriate as they move through the school. Some pupils achieve good and very good standards. This is an improvement since the last inspection. By the end of Year 6, pupils study a wide range of topics. There is occasionally insufficient challenge for pupils with higher prior attainment who could achieve more. Occasionally, too little recognition of the needs of less able pupils is evident in lessons.

121. The subject is taught across the curriculum in Years 1 and 2. Pupils have many opportunities to recognise the past through the study of features within the local community and during visits. Considerable effort is made to reinforce the understanding of the passage of time, chronological events and the past through discussion and the examination of artefacts, supplied for example, by families, teachers or the museum service. Pupils discuss differences between the past and present and describe where to find information. The use of video programmes is effective. Pupils talk about some aspects of life in this country 50 years ago. They are given opportunities to empathise with people in the past by acting in role. In a Year 2 class, for example, pupils were given the opportunity to imagine that they were planning a train journey to the seaside 50 years ago. They succeeded in identifying differences between today and the past.

122. In Years 3 to 6 pupils develop a systematic approach to research. Attainment ranges from satisfactory to very good. Pupils understand both primary and secondary sources of evidence. The use of time lines is effective. Occasionally, work is insufficiently well planned to match pupils' differing prior attainment. A minimum amount of work is sometimes recorded in exercise books where, occasionally, a lack of purposeful marking or poor presentation spoils the overall standard of achievement.

123. The use of information and communication technology is a good feature of some of the work, such as seen in Year 5 books, where the graphs of temperatures in London and Lesbos are displayed. Where standards are high pupils are provided with work that is carefully matched to their prior attainment. They are challenged with carefully presented open-ended questions and are reminded of the topic's overall place in the progression of topics studied throughout the school. In one Year 4 lesson, pupils demonstrated that they knew about hieroglyphs and the teacher emphasised that "you are going to become historians!" The opportunity given to pupils in this lesson to study primary evidence in the form of artefacts was exemplary. In a Year 6 lesson pupils were taught about a "line of enquiry". Excellent use was made of a shopping bag, over printed in Greek, which led to research of the Greek alphabet.

124. Pupils respond well to the subject and their attitudes and behaviour are very good. On a few occasions where the work is either less challenging or too complex, pupils show

less interest and are less inclined to offer ideas. Teaching and learning is good overall with some excellent teaching in Years 3 to 6.

125. History is led by a well-qualified co-ordinator who has guided the subject over many years. A number of developments have been identified. A standard format for planning has been adopted and this provides a clear foundation for assessing continuity and progression. Teachers generally feel confident in the delivery of this subject. Resources have been improved and the increased use of visits has enriched the curriculum. Big books for use in history lessons have been effectively introduced in Years 1 and 2. Assessment has, appropriately, been identified as a key area for development. The monitoring of pupils' work throughout the school and the evaluation of teaching quality lacks rigour.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. The previous inspection report found that pupils' attainment was satisfactory and in line with national expectations and that some pupils achieved above this level. The rapid growth in sophistication and capability of information and communication technology hardware and software over the past years has led to the broadening of expectation in the curriculum. The school is working hard to ensure these expectations are met. Evidence from the inspection indicates that most pupils by the end of Year 6 achieve satisfactory standards.

127. Standards are good by the end of Year 2. Pupils know how to log on to the program using their own user code. In a good lesson observed they quickly retrieved their previously saved work. Some typed in text, showing correct use of spacing and capitals. All added their names to the text. Pupils used the keyboard competently and confidently. The objective of the lesson was to change the size and font of the text. Pupils quickly learned to highlight their work using the cursor and clicking on the mouse. They understood how to use the icons and drop down menus. They successfully located the size and font menus and changed their text appropriately. Finally, the pupils successfully printed out their work and correctly closed down the computers.

128. Year 6 pupils investigate the use of a spreadsheet to calculate the area of rectangles. Pupils showed good familiarity with the copy and paste procedure and quickly built on this knowledge using the right hand mouse button. They understand the meaning of appropriate terminology including "cell, row" and "column" and know how to "click-on and drag". They correctly use the "equals" sign to initiate and calculate the formulae. Younger pupils considered the applications of word processing in various contexts such as story writing, advertising and creating posters. They animatedly discussed appropriate fonts and colours for "a spooky story". In an effective lesson they began work on designing a poster for a local history exhibition to be held in the school. They showed good knowledge of computer word processing procedures and functions, including the use of toolbars, icons and menus. The lesson provided the foundation for future learning of the technique of importing graphics into text.

129. Last year government funding provided for the installation of new machines in classrooms and the computer suite. These replaced the insufficient and outdated machines in the classrooms. It also allowed for the training of teachers. These have provided the springboard for the very good progress older pupils have made towards reaching the expected national standards across all areas of the curriculum.

130. In Years 1 and 2, pupils build on previous learning well to achieve a good knowledge of computer functions, terminology, use of the mouse and keyboard. Their word processing skills are good and they make sound progress in the use of a programmable robot. Pupils use their knowledge and skill in other aspects of the curriculum such as mathematics where they reinforce their work on coin values with an appropriate program.

131. Pupils continue to make good progress in Year 3 onwards. Pupils have produced well finished and informative booklets resulting from a field trip to Grassington, showing very good understanding of text production, including imported graphics and photographs. Other pupils have also produced booklets of descriptive writing of different settings such as a fairground, haunted house and the desert. Pupils chose fonts that they deemed to be appropriate for each. Year 5 pupils use control technology in producing mathematical shapes and patterns. They also skilfully use graphics programs to create striking abstract designs of shape and colour inspired by Matisse's "The Snail". Younger pupils, studying the pointillist technique in art and design, download pictures by Seurat from the Internet and successfully use a graphics program to create their own pictures in a similar style.

132. Teaching of all lessons observed during the inspection was good. This and the scrutiny of pupils' work indicates the high level of teachers' knowledge and understanding and their commitment to raising standards. All classes have a weekly timetabled period in the computer suite. Years 4 to 6 are taught by the co-ordinator, who also provides extra tuition and reinforcement in a computer club for each year in Years 3 to 6 at lunchtime. Class management in the computer suite is very good. Pupils work very well together in pairs, those with more advanced skills often helping the others. Teachers' enthusiasm, skill and well-organised lessons move pupils' learning on at a good pace. Pupils clearly enjoy their work in the suite. Their attitudes and behaviour are very good and they are anxious to learn and make progress.

133. Teachers' planning is very good. The overall yearly plan based on nationally produced material shows a wide range of activities covering all aspects of the curriculum. Further equipment to monitor external events such as changes in temperature and light levels has been purchased to complete the school's capability to deliver the full curriculum. Lesson plans show clear objectives and detailed activities to overtake them. Good assessment sheets have been designed to evaluate what individual pupils know and can do during each unit of work. These provide a good basis for tracking each pupil's achievement, as well as helping teachers in their planning. Trained support staff offer good help to individual pupils, particularly those with special educational needs, during the lessons and useful support is also given by volunteer parents.

## **MUSIC**

134. Standards of attainment in the lessons observed during the inspection were good. They are good by the end of Years 2 and 6 and above the levels expected nationally. This is a good improvement on the finding of the last report when standards were said to be satisfactory and in line with national expectations. The improvement is attributable to the introduction of a curriculum based on nationally produced material and an associated commercial scheme, and to the contributions from a specialist teacher teaching Years 4, 5 and 6.

135. Singing in Years 1 and 2 is good. The classes sing a range of songs from memory with commitment and enjoyment. They stand to sing and their correct posture helps to produce tone that is very pleasing in quality. The pupils sing the melodic lines accurately. Their singing is well in tune and diction is clear. They join in action songs with good rhythmic co-ordination and understand the importance of contrast in music, distinguishing correctly between fast and slow songs and loud and quiet music. They recognise the difference between high and low sounds, indicating these by arm movements. They quickly learn a new song. Younger pupils enjoy singing "Old McDonald Had a Farm". In two groups, one sings the melody while the other interpolates the animal sounds, mostly at the correct point.

136. Pupils in Years 3 to 6 build well on the good practices learned in Years 1 and 2. In a singing practice they demonstrated very good tone and range of voice. They are able easily to sing in rounds, holding parts confidently. Their diction and phrasing of melodies is of good quality. In lessons they learn new songs with ease and sing them with rhythmic vitality. Pupils accurately follow graphic notation symbols on flash cards and vocalise sounds reflecting upward and downward movement. They form a "human drum kit" as they imitate its different sounds in a rhythmic rapping song. The pupils respond well in listening to gentle music and interpreting it by collectively waving a large rectangle of cloth.

137. Good teaching impacts strongly on pupils' learning by heightening their motivation and presenting them with attractive songs and enjoyable tasks. In the lessons observed pupils achieved well, building on previous knowledge and experience and anticipating the next stage of learning. They are developing well skills of performing and listening. Pupils are enthusiastic and receptive. In most lessons their attitude and behaviour were very good. In one lesson they were excellent. Pupils with special educational needs participate fully in the lessons and sometimes make an individual contribution. They make the same good progress as their peers.

138. Teaching is mostly good or very good. The best lessons, although relatively short, moved along at an exhilarating pace and were full of different learning experiences and performing activities. They have good shape, with warm-up rhythmic activities and cool down quiet music to respond to. Teachers' knowledge and understanding is good. In singing they insist on correct techniques such as breathing and posture. Rhythmic work is underpinned by a mantra through the lesson which the pupils join in: "Pulse is a beat – feel it in your feet". Teachers have high expectations of pupils' learning. For example, a teacher asked the class to "internalise" a song they had learned and to produce sounds only at the end of a line. They did so successfully.

139. There is an extra-curricular recorder club and pupils have opportunities to learn to play a musical instrument. The school plans to establish a singing club at lunch times. Visitors, such as an Asian music group, have performed in school.

140. Lessons are well planned with clear learning objectives and appropriate activities. With the recent arrival of the specialist teacher, unit planning for Years 3 to 6 work over the year is not yet complete and there is no indication of the overall balance of the curriculum with regard to improvisation and composing. Assessment procedures are satisfactory. The school's resources of tuned and untuned classroom instruments are in a poor state of repair and are inadequate to support the curriculum.

## PHYSICAL EDUCATION

141. Standards are good and above average by the end of Years 2 and 6, with some pupils achieving very good standards. Pupils, including those with special educational needs, make good progress. This is an improvement since the last inspection. Pupils achieve very well in games and some aspects of dance.

142. By the end of Year 2, standards are good and pupils respond eagerly to lessons. Teaching is good and provides appropriate challenge. Pupils are expected to improve the quality of their work. In one Year 2 lesson pupils responded to a poem about seeds and were challenged to “burst up” from the knees or from a crouched position to find out which was the best way to demonstrate the movement. The teacher’s high expectations, use of humour and concern for quality led to clear improvements during the lesson.

143. In Year 3 pupils are given opportunities to devise machine like movements and perform very well. In Year 4 pupils develop sequences of movement and help each other to improve the quality of their work. Some Year 5 pupils achieve very good and well above average standards when demonstrating a combination of travelling, shape and balance. A positive aspect of the teaching is the emphasis on both physical and mental skills. Year 6 pupils achieve good standards of work, particularly in games lessons. The opportunity to work with a well-qualified rugby coach through a “sports match” funding arrangement is most effective. Boys and girls show that they can use space well, think about communication, pass and catch, using a range of good equipment.

144. Pupils benefit from a broad range of activities. Pupils enjoy opportunities for physical activity and express themselves confidently. Their attitudes and behaviour are never less than good and often very good.

145. The scheme of work provides staff with a good framework on which to develop their work. In Years 3 to 6 teachers have high expectations of pupils’ work and behaviour. Pupils’ attitudes to lessons are good and mostly enthusiastic. The teaching is mostly good and never less than satisfactory. Very good lessons are well planned and allow time for pupils to reflect upon their work at the end of lessons. Weaker planning and a rushed approach reduce the effectiveness of some lessons. There is evidence of unsatisfactory time management and lessons often start or finish late. Occasionally, pupils unable to participate in lessons are left uninvolved.

146. The subject leader is well qualified and provides effective guidance. There is insufficient monitoring of lessons. A range of interesting extra-curricular activity is provided, including swimming, soccer and rounders during the year and competitive games are encouraged. Parental help for some of these activities is very good. Links with the wider community are developing, including the successful involvement of the rugby union club. There is a limited range of large equipment in the hall to challenge the interest and work of pupils. The school also has a shortage of well-drained playing field and this limits the opportunities for games. Recent training for staff is sparse but there is evidence of a growing commitment to the development of this subject throughout the school. There is very good capacity for continued improvement.

## RELIGIOUS EDUCATION

147. Pupils attain standards that are in line with the targets of the Bradford locally agreed syllabus at the end of Years 2 and 6. This was also the finding of the previous report. Across the school there are good aspects of learning which augur well for pupils' further development when the new agreed syllabus is shortly introduced.

148. In a good Year 2 lesson, pupils considered books that are special. They readily discussed family albums and why they are important to the family. They responded well as the teacher produced a family Bible with inscriptions over a century old and discussed relationships to great-grandparents and beyond. This provided a good link with history as pupils reflected on the passage of time. The learning moved on to consideration of the Torah as the special book of Judaism. There was good vocabulary development as the teacher produced a miniature scroll and introduced the terms "ark, Rabbi" and "scroll" on cards. The terms were well explained and illustrated with photographs. Pupils understood that Christians' special books are the Old and New Testaments combined in the Bible. They spoke about babies being given a Bible to commemorate their baptism. Pupils with statements of special educational need helped in the lesson by holding up cards and choosing pupils to describe the words.

149. By the end of Year 6 pupils have a good knowledge of New Testament stories. In discussion they give good accounts of the meaning of Easter and the parables and stories of Jesus' healing. They relate the story of "The Good Samaritan" to its theme of caring for others. The pupils show satisfactory knowledge of the Five Pillars of Islam and the importance of meditation in Buddhism. Other pupils consider the meaning of well-known texts in the Bible such as "The Lord is my shepherd" and "The light of the world". They discuss the literal and metaphorical meaning of phrases like "raining cats and dogs" and successfully transfer this understanding to the Bible texts. These kinds of activity are useful supplements to pupils' literacy work.

150. Pupils make satisfactory progress by the end of Year 2 and Year 6. In Years 1 and 2 pupils visiting the local church show good knowledge of its furnishings, such as the altar and font. They learn about the function of other features such as the lectern and the organ and appreciate the beauty and purpose of stained glass windows. The pupils respond well to the atmosphere of the church and the visit contributes significantly to their spiritual development. Pupils' books show a good range of written work and a satisfactory acquisition and development of knowledge and understanding. Their writing includes stories and descriptions from the different religions studied, as well as teachings drawn from them. For example, pupils categorise right and wrong behaviour and give reasons. Pupils enjoy their work, particularly when the tasks and topics are interesting and relevant to them. Their attitudes and behaviour are often very good.

151. The teaching is satisfactory with some good, and one very good lesson seen. Overall planning of the curriculum is satisfactory, drawn from the locally agreed syllabus. In the best lessons, teachers prepared imaginative resources that drew productive responses from pupils. For example, pupils discussed the story behind an attractive photograph of a stained glass window and went on to produce their own versions, illustrating the Bible story of the "Feeding of the five thousand". Sometimes the theme of the lesson is beyond most pupils' experience, as for example when pupils in Years 3 to 6 were asked to discuss different literary genres found in the Bible. Teachers' knowledge and understanding are satisfactory and are to benefit from training associated with the

introduction of the new reduced syllabus. The school makes good use of the local Interfaith Centre to borrow artefacts to supplement its own limited stock.